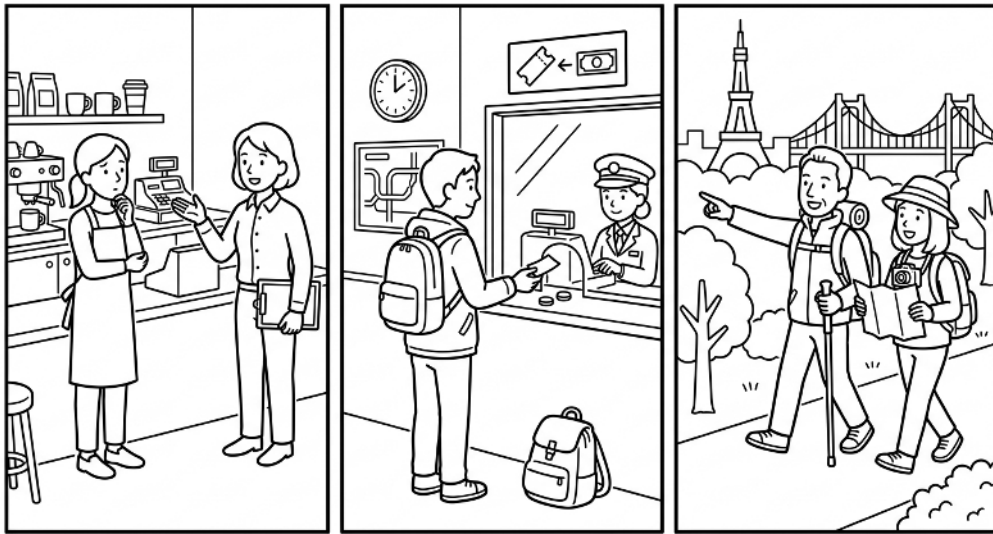


ASSESSMENT 3 · 40% OF SEMESTER GRADE

B3 Speaking Mission Exam

Complete two realistic missions: stories, plans, advice, and problems. Your goal is not perfect English. Your goal is to communicate the message, respond, decide, and keep the conversation alive.



Your missions: follow the rules, make decisions, explain what happened, and recommend

**What happens:**

1. The examiner gives you **two mission cards**.
2. You receive about **one minute to prepare** each card. You may write keywords, not a full script.
3. You complete each roleplay and answer follow-up questions.
4. The examiner may speak quickly or give one unclear detail on purpose. Use repair language.
5. Your individual score is out of 100, even when you test with a partner.

Scored area	Points	What it means
Communication	30	Complete the mission and make the main message understandable.
Understands and responds	20	Answer questions and react to new information.
Target language	20	Use useful B3 grammar: modals, past, future, conditions, and comparisons.
Pronunciation and clarity	15	Speak clearly enough to be understood.
Repair language	15	Ask for repetition, clarification, confirmation, or slower speech.
Total	100	Performance score

**Repair phrases you may use:**

Can you repeat that, please? · Could you speak more slowly? · I don't understand. · What does ____ mean? · Can you write it down? · Do you mean ____? · So I need to ____, right?

CANDIDATE PREPARATION

A Simple Mission Strategy

1–5 Use this order in every situation

1. **Open:** greet the person and say why you are talking.
2. **Explain:** give the main story, plan, or problem.
3. **Detail:** answer who, what, where, when — in order, with first / then / after that.
4. **Ask or decide:** ask for advice, ask a question, or make a decision with a reason.
5. **Confirm:** repeat the time, place, rule, or next step.

Preparation Notes Keywords only

1. Mission A · story/plan/problem:

2. Two details:

3. Question, decision, or advice + confirmation:

4. Mission B · story/plan/problem:

5. Two details:

6. Question, decision, or advice + confirmation:

MISSION CARD 1

First Day on the Job: Learn the Rules

A Your role:

It is your first day at a new job in a small café. Talk to your supervisor. Ask about the rules: what you must do, what you mustn't do, and what is optional. Ask for one piece of advice for the first week. Confirm your start time for tomorrow.

Mission Checklist Do not write a full script

- ☐ Greet the supervisor and say it is your first day.
- ☐ Ask about at least two rules.
- ☐ Ask for advice with Should I...?
- ☐ Confirm the start time and one rule.

MISSION CARD 2

Ticket Window: Choose and Decide

B Your role:

You are at the bus station ticket window. You are going to visit another city this weekend. Ask about two options (different times or prices), choose one, and say why. Then ask what happens if you miss the bus. Confirm the platform and departure time.

Mission Checklist Plan, compare, decide, confirm

- ☐ Explain your plan with going to.
- ☐ Ask about two options.
- ☐ Decide with I'll take... and give a reason.
- ☐ Ask one if question and confirm platform and time.

MISSION CARD 3

Festival Plan B: Prepare for Problems

C Your role:

You are organizing a small street festival for your community group. Talk to your helper. Explain the main plan, then explain the Plan B: what you will do if it rains, and what you will do if few people come. Give your helper one task and confirm when they will do it.

Mission Checklist Plan, conditions, consequences

- ☐ Explain the main plan.
- ☐ Give two Plan B sentences with if.
- ☐ Use when or before with a future meaning.
- ☐ Give the helper a task and confirm the time.

MISSION CARD 4

What Happened? Explain Your Morning

D Your role:

You arrived one hour late to work today. Your boss wants to know why. Apologize and explain what happened in order: your alarm didn't ring, you missed the bus, and you had to walk. Answer your boss's questions and say what you will do so it doesn't happen again.

Mission Checklist Apologize, explain, solve

- ☐ Apologize and say you are late because of a problem.
- ☐ Tell what happened in order with at least three past verbs.
- ☐ Answer the boss's questions.
- ☐ Offer a solution with will.

MISSION CARD 5

Catching Up: Tell Your Story

E Your role:

You meet an old friend in the street after a long time. Tell the story of a real or imagined trip or special weekend: where you went, what you did, one problem you had, and how it ended. Answer your friend's questions, then ask your friend one question about their past.

Mission Checklist Story order, feelings, questions

- ☐ Tell the story in order with first, then, after that, finally.
- ☐ Use was/were for feelings or descriptions.
- ☐ Include one problem and how it ended.
- ☐ Ask your friend one past question.

MISSION CARD 6

Smart Shopping: Compare and Decide

F Your role:

You are in a shop to buy a backpack for work or study. The seller shows you two models. Ask the seller to compare them (price, size, quality), use comparatives yourself, choose one, and give your reason. Confirm the price before you pay.

Mission Checklist Compare, choose, explain

- ☐ Say what you need and ask about the two models.
- ☐ Use at least two comparatives (or one comparative + one superlative).
- ☐ Choose one and give a reason.
- ☐ Confirm the final price.

MISSION CARD 7

The Local Guide: One Free Day

G Your role:

A visitor has one free day in your town, and you are the local guide. Recommend two places with feeling (really, very, extremely, absolutely + adjective). Warn the visitor about one thing using too or not... enough. Suggest the order of the day and answer the visitor's questions.

Mission Checklist Recommend with feeling

- ☐ Recommend two places using intensifiers.
- ☐ Give one warning with too or not... enough.
- ☐ Suggest the order of the day with first and then.
- ☐ Answer the visitor's questions.

EXAMINER SCORE SHEET

Individual Speaking Rubric · 100 Points

Candidate Record Complete one sheet per student

Student:

Mission cards: _____ and _____ Examiner:

Area	Strong	Developing	Limited	Score
Communication · 30	26–30: completes both missions; stories, plans, and requests are clear	19–25: completes most steps; some support needed	0–18: isolated information; mission often incomplete	_____ / 30
Understands/responds · 20	17–20: answers and reacts to follow-ups appropriately	12–16: understands core questions with repetition	0–11: responses are often unrelated or absent	_____ / 20
Target language · 20	17–20: B3 forms (modals, past, future, if, comparisons) support meaning consistently	12–16: some useful target language; errors rarely block meaning	0–11: very limited range or errors frequently block meaning	_____ / 20
Pronunciation/clarity · 15	13–15: understandable, audible, manageable pauses	9–12: generally understandable with occasional strain	0–8: clarity frequently blocks understanding	_____ / 15

Area	Strong	Developing	Limited	Score
Repair language • 15	13–15: independently repairs, clarifies, or confirms	9–12: uses at least one useful repair with some prompting	0–8: gives up, switches language, or does not attempt repair	_____ / 15
Total				_____ / 100

Evidence Notes

Write observable examples, not personality judgments

Main mission outcome:

Follow-up response:

Target phrase/form heard:

Repair/confirmation heard:

Student Feedback One strength + one next action

You successfully:

Your next practice action:
